DOCUMENT RESUME

ED 093 140 EC 062 410

TITLE	Proceedings: A Special Study Institute Program.
INSTITUTION	Nassau County Board of Cooperative Educational Services, Jericho, N.Y.; New York State Education Dept., Albany.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Dec 73
NOTE	20p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Administrator Role; *Conference Reports; Cooperative Programs; *Exceptional Child Education; Handicapped Children; *Institutes (Training Programs); Role Playing; *Sensitivity Training; Simulation

ABSTRACT

Described are proceedings of a 1973 institute in Nassau County (New York) to provide general education administrators with an overview of special education administration as well as the interface between special and general education. It is noted that the institute was cosponsored by the Division of Handicapped Children of the New York State Education Department and the Cooperative Educational Services Board of Nassau County. Explained through the media of photography and excerpts from dialogues is the Special Education Administration Task Simulation (SEATS) game which involved role-playing by institute participants in the roles of a special education administrator, budget director, superintendent, director of pupil personnel services, director of special education, assistant superintendent for instruction, and building principle. Included are comments by participants such as "my horizons have been broadened--I would feel free to consult with my opposite number from another district." (MC)

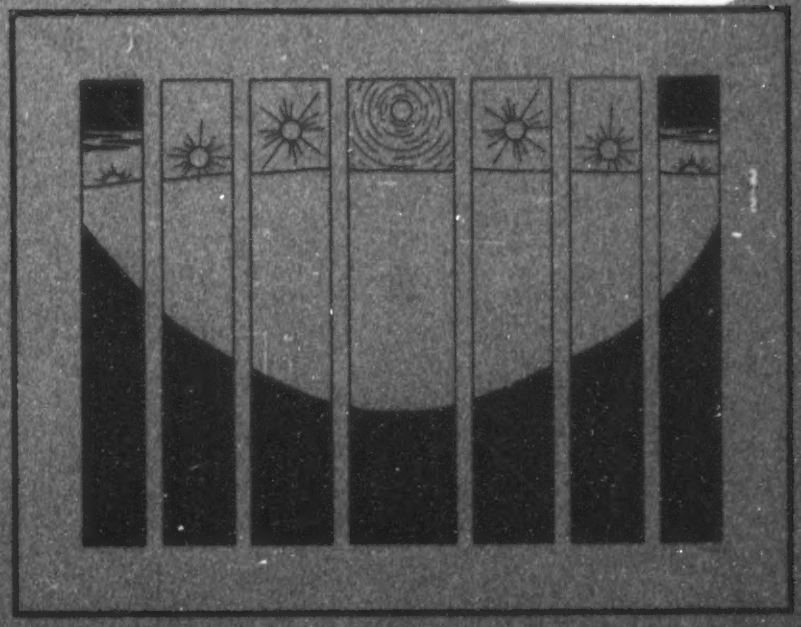
ED 093140

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEEDINGS

A SPECIAL STUDY INSTITUTE PROGRAM

"To acquaint public school administrators with the role of the special education administrator and to present a general overview of special education programs."



a day in the life of...*

PROCEEDINGS OF THE INSTITUTE
December 13, 14, 15, 1973
Nassau County, New York

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN
BUREAU FOR PHYSICALLY HANDICAPPED CHILDREN

in cooperation with

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Special Studies Institute Funded through
Section 301, PL 91-230
as amended by the U.S. Office of Education

INSTITUTE DIRECTOR

Thomas Goodman, Syracuse University

INSTITUTE STAFF

Bureau for Physically Handicapped Children
Richard G. Hehir, Chief
James C. Marillo, Associate, Education of the Physically Handicapped

Special Education Instructional Materials Center
Lawrence C. Gloeckler, Associate, Instructional Materials for the Handicapped

Nassau Board of Cooperative Educational Services
Henry V. Colella, Assistant Superintendent for Special Education

BEST COPY AVAILABLE

THE PURPOSE

In an attempt to identify to general education leadership the concerns of special education administrators and the needs of the children they serve, a Special Study Institute was held in Nassau County, New York, on December 13, 14, and 15, 1973. This was cosponsored by the Division of Handicapped Children, Bureau for Physically Handicapped Children, of the New York State Education Department and the Board of Cooperative Educational Services of Nassau County.

THE AIM

The Institute was designed to provide general education administrators with an overview of the role(s) of special education administration and an understanding of the integral relationship that special education has with general education. As child advocates, it was desired that the general education administrators participating in the Institute would recognize and appreciate the benefits of cooperative relationships with special education personnel and would return to their respective programs more cognizant of their responsibility to provide appropriate learning experiences for all children.

THE TOOL

The Special Education Administration Task Simulation game (SEATS), developed by Dr. Daniel D. Sage at Syracuse University, was utilized. Through the use of this simulation game, all Institute participants were involved in role-playing activities. Assuming different roles, participants were confronted with real problems and issues related to the administration of special education programs.

The SEATS game provides for the establishment of a central school district called "Dormit" and sequentially assigns Institute participants to the administrative roles within that school system.

THE INSTITUTE

The following pages of photographs and text are extractions from various role-playing activities that took place during the three-day Institute. The text extractions are taken from spontaneous dialogue among Institute participants as they acted out their various roles in the SEATS games. Each participant took a turn as the special education administrator and had the opportunity to play a variety of other roles during the three days. The photographs were taken while the "actors" were playing out some of the simulations as general educators, special educators, or parents in the simulated school system—the Dormit Central School District.

INSTITUTE PARTICIPANTS

Bellmore-Merrick	Mrs. Gloria Selton
	Mr. Donald Weintraub
Bethpage	Dr. Mary Quinn
East Meadow	Mrs. Alice Fradella
	Mrs. Beatrice Mellitz
Elmont	Mr. Martin Petersen
	Mrs. Mildred Nordmark
Floral Park-Bellerose	Mr. Arthur W. Dagenais
Franklin Square	Mr. Donald Kelly
Freeport	Dr. John McCafferty
Hempstead	Mr. Armand Barese
	Mr. Clarence Pope
Herricks	Mrs. Susan Rubenstein
Hicksville	Mr. Robert Whearty
	Mr. William Granville
Locust Valley	Mr. Richard Smith
Malverne	Mr. Maurice Downing
	Mr. Thell Butler
Mineola	Mr. Sheldon Dumain
Sewanhaka	Mr. John London
	Mr. Francis X. Driscoll
Westbury	Mr. Charles O'Donnell
	Mrs. Virginia Profeta

* a day in the life of . . . the special education administrator of Dormit Central School district as portrayed by participants of the December 1973 Special Study Institute

All Institute participants rotated alternately through each role.

MR. NICHOLAS BUCHOLTZ
DIRECTOR OF BUDGET

MR. BENJAMIN R. STATANO
SUPERINTENDENT

MR. ALBERT ROGERS
DIRECTOR OF
PUPIL PERSONNEL SERVICES

MR. LEE BLANK
DIRECTOR OF
SPECIAL EDUCATION

DR. ERNEST FORNEY
ASSISTANT SUPERINTENDENT,
INSTRUCTION

MR. JOHN STRONG
BUILDING PRINCIPAL

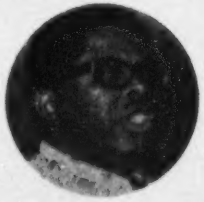
SEATS Game
Daniel D. Sage, Ed.D.
© 1970

Do you have any idea what the financial impact will be?

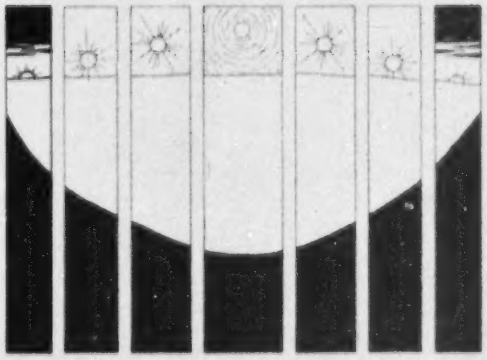
DIRECTOR OF BUDGET

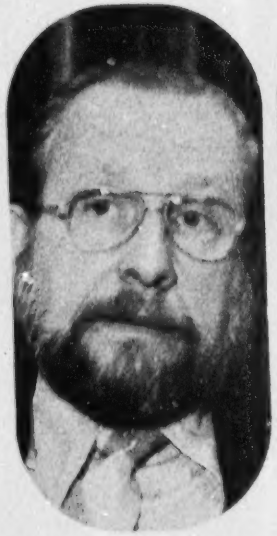
"We taxpayers have a right . . . ."

". . . why don't you deal with the problem?"



". . . what's best for the kid . . . not what's best for the teacher, not what's best for you . . . not what's best even for the district. . . ."





Our district is one happy family. We have no problems here.

SUPERINTENDENT

"I took your advice . . .
I trusted you . . .
I put confidence in you . . .
I'm getting no place . . .
no one calls me . . .
no one informs me . . .
in fact, when I call it seems to me the whole defensive mechanism goes up."

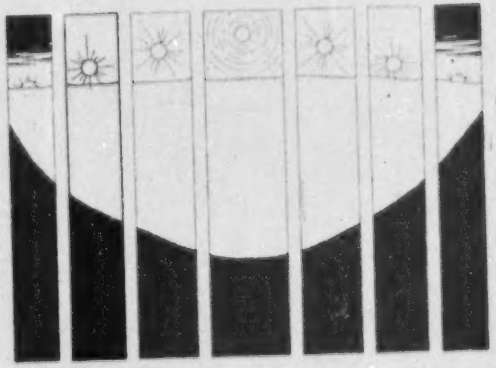
"You're not responsive to us."

"Pretty soon this thing is going to rip wide open."

"I will get back to you."

"... if this is the kind of cooperation..."

"There seems to be a lack of communication...."



emember

it's what's best for the kid . . .

"It seems like my child has been railroaded."

"I want my child in school today."

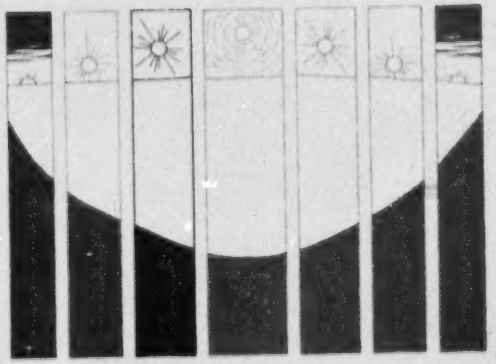
"Where do we go from here?"

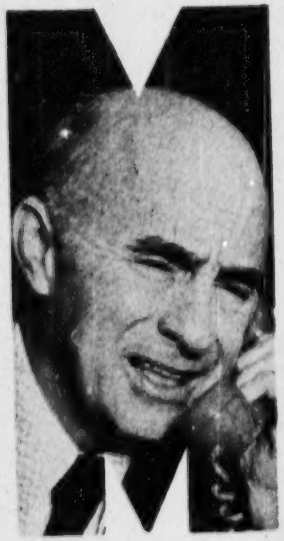
DIRECTOR OF
PUPIL PERSONNEL SERVICES

"You've got to find a place for this kid."

"Number one in my thinking is the individual child."

"When people come to me . . . I become their advocate."





My ears are burning with all this stuff.

DIRECTOR OF
SPECIAL EDUCATION

"I'd like to talk to the principal right now."

"You guys are all the same . . . you want to come in and upset the applecart."

"You're supposed to be a special educator. . . ."

"What a bunch of bull that is."

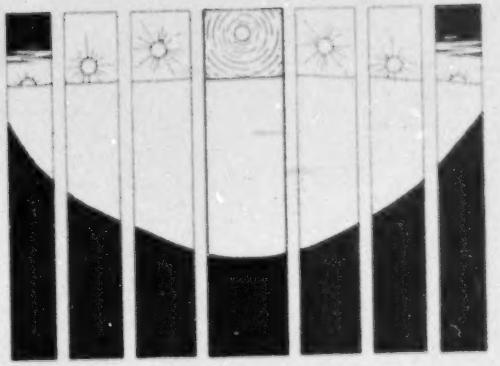
"Who is in charge when they work in my building? You or me?"

"I think I'm being put off."

"I'll admit he gets a little emotional at times."

"I'm thoroughly disgusted."

"I've got a kid in your system . . . you should know that kid."



'm behind you 100 percent.

ASSISTANT SUPERINTENDENT,
INSTRUCTION

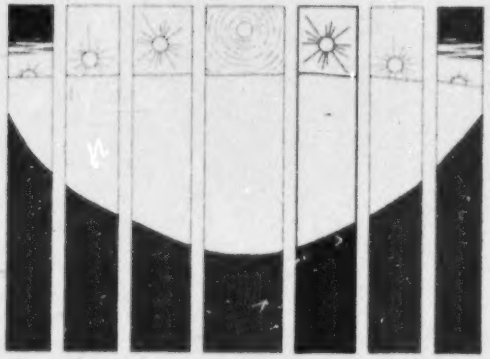
"There's no way to properly schedule these kids into the program."

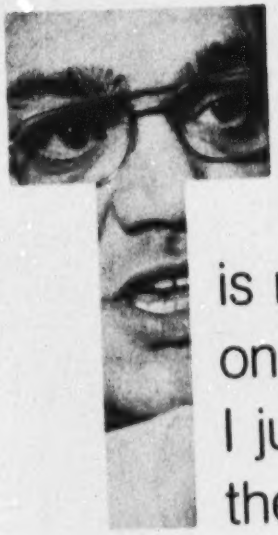
"We are, however, concerned as to the double standard of graduation procedures practiced at the high school level."

"I'm sure you are aware that any innovative approach causes some people to raise eyebrows."

"Why does my classroom have to be in a basement and why can't my children take P.E. with the other children? I need a break too, you know."

"... I feel we had better begin looking at some existing programs."





his

is no reflection on the kids, I just need the room.

BUILDING PRINCIPAL

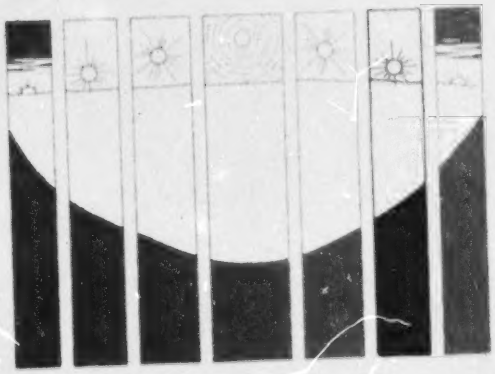
"... exactly how do you see your role in this district with relation to my school?"

"I run a tight ship here, we don't have any problems."

"I am completely amazed at this system and at your attitude."

"... when a message goes out of this building, it's either going to be endorsed by me or it's not going out of the building. ..."

"You take care of your job. ... I'll take care of my job."



INSTITUTE PARTICIPANTS Add the following:

Hewlett-Woodmere	Mr. Philip Auerbach Mr. Ronald Beardsley
Locust Valley	Mr. William Ewing
Rockville Centre	Mr. William McDonnell

COMMENTS from institute participants

"My horizons have been broadened. I would feel free to consult with my opposite number from another district now."

"Special education, with all of its ramifications, is more specific than general education."

"The experience was a great lesson in frustration. It's difficult to accomplish goals with unending enthusiasm if you are constantly thwarted."

"A monumental task needs the cooperation of all personnel on all levels."

"Convinced that more staffing, monies, education of community must be considered."

"It gave me an opportunity to focus on simulated problems that are very "real.' "

"We'll redefine what we mean by the plan of special education in our district."

". . . I am more aware of the task of the special education administrator because of this institute."

"I have become **even more** child-centered as a result of this institute."